

Term Information

Effective Term Spring 2021
[Previous Value](#) [Spring 2020](#)

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Title and description update. ONLINE modality added.

What is the rationale for the proposed change(s)?

Title and description more adequately fit the ELOs. ONLINE course option will add flexibility for students wishing to move through the Spanish Major and Minor programs more efficiently.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Students will be able to participate in the Spanish program offerings in a more flexible and efficient way.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Spanish
Fiscal Unit/Academic Org Spanish & Portuguese - D0596
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3404
Course Title Spanish Phonetics
[Previous Value](#) [Spanish Pronunciation](#)
Transcript Abbreviation Spanish Phonetics
[Previous Value](#) [Pronunciation](#)
Course Description The fundamental principles of phonetic analysis are introduced in a simple and concise manner to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Major attention is devoted to practice with corrective exercises, introductory training in phonetic transcription and, to a lesser extent, the problems of teaching pronunciation.
[Previous Value](#) [Practice with corrective exercises; some attention to problems of teaching pronunciation.](#)
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
[Previous Value](#) [No](#)
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: A grade of C- or above in 2202 or 2213. May be taken concurrently with 3401, 3403, and/or 3403H.
Exclusions Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.0905
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will become familiar with the sounds of Spanish, focusing on how they are articulated and how they are organized into the phonological system of the language.• Students will be able to apply the rules of Spanish pronunciation to their own speech, at least in controlled situations.• Students will learn how to improve their own pronunciation of Spanish based on introspection and input from native speakers.• Students will learn how to use articulatory descriptions to teach Spanish pronunciation to English speakers.• Students will understand the basic principles of Spanish orthography, including accent marks.• Students will learn appropriate linguistics terminology to talk about the phonetics and phonology of Spanish.• Students will identify the pronunciation differences that characterize the most salient dialects of Spanish.
Content Topic List	<ul style="list-style-type: none">• Syllabification and accentuation• Phonetics• Pronunciation practice• Spanish-English contrasts• Phonetic alphabet
Sought Concurrence	No

Attachments

- SPAN 3404h_Arts and Sciences Distance Learning Course Component Technical Review Checklist.docx: Technical Review Checklist
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- 3404 F2F-syllabus.pdf: F2F syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- 3404 ONLINE Syllabus_proposal.docx: OL Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

- Please see highlighted areas in syllabus for 3404OL for details on direct instruction. *(by Podalsky,Laura on 07/14/2020 07:37 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	06/24/2020 04:59 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	07/14/2020 09:17 PM	Unit Approval
Approved	Heysel,Garett Robert	07/14/2020 10:28 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/14/2020 10:28 PM	ASCCAO Approval

SYLLABUS / SPANISH 3404 DL**Spanish Phonetics**

Spring 2020

Online course; 3 credit hours

Course overview

INSTRUCTOR**Name of the instructor:** Rebeka Campos-Astorkiza, PhD.**Email address:** campos-astorkiza.1@osu.edu**Phone number:** 614-292-4252**Office Hours:** by appointment (email the instructor to set up an appointment)**Office Location:** Hagerty Hall 154**COURSE DESCRIPTION**

This course offers a comprehensive review of the pronunciation of Spanish. The fundamental principles of phonetic analysis are introduced in a simple and concise manner in order to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Major attention is devoted to practice with corrective exercises, introductory training in phonetic transcription and, to a lesser extent, the problems of teaching pronunciation. Throughout the course we will focus on the contrast between the Spanish and the English sound patterns, an aspect intended to help students understand the major phonetic differences between both languages and at the same time improve their Spanish pronunciation. Finally, we will discuss some of the most salient dialectal differences in pronunciation from around the Spanish-speaking world.

NOTE: This course is asynchronous, i.e., there is will be no synchronous sessions, although some assignments and exams need to be completed within specified dates.

COURSE LEARNING OUTCOMES

By the end of this course, students should:

- Become familiar with the sounds of Spanish, focusing on how they are articulated and how they are organized into the phonological system of the language.
- Be able to apply the rules of Spanish pronunciation to their own speech, at least in controlled situations.
- Learn how to improve their own pronunciation of Spanish based on introspection and input from native speakers.
- Learn how to use articulatory descriptions to teach Spanish pronunciation to English speakers.
- Understand the basic principles of Spanish orthography, including accent marks.
- Learn appropriate linguistics terminology to talk about the phonetics and phonology of Spanish.
- Identify the pronunciation differences that characterize the most salient dialects of Spanish.

COURSE MATERIALS

REQUIRED

- Morgan, Terrell A. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*. New Haven: Yale University Press (print or electronic)
- Find the sound files for the textbook here: <http://yalebooks.com/sonidos>.

OTHER USEFUL MATERIALS

- Some ancillary materials are available at <http://sonidos.osu.edu> including all of the songs referenced in the textbook
- IPA character picker: <http://r12a.github.io/pickers/ipa/>. (Symbols for your computer)
- <http://dialectos.osu.edu> offers a searchable collection of dialect samples from around the Hispanic world.
- <http://soundsofspeech.uiowa.edu/spanish/spanish.html> provides information about articulatory phonetics and its application to Spanish.
- Hualde, José I. 2005. *The Sounds of Spanish*. Cambridge University Press.
- Lipski, John M. 1994. *Latin American Spanish*. London: Longman.

COURSE TECHNOLOGY

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:**
 - <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (614-688-4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen

TECHNOLOGY SKILLS NECESSARY FOR THIS SPECIFIC COURSE

- General Carmen navigation
- Recording, editing, and uploading audio to Carmen discussions
- Uploading images to Carmen discussions
- Use of Carmen Conferences feature

NECESSARY EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection.
- Webcam: built-in or external webcam, fully installed and tested.
- Microphone: built-in laptop or tablet mic or external microphone.

NECESSARY SOFTWARE

- [Microsoft Office 365 ProPlus](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

GRADES

ASSIGNMENT CATEGORY	POINTS
Quick quizzes	5
Repetición rápida	5
Veo Veo en mi comunidad	5
Actividades misceláneas	5
Tareas	20
Proyecto del curso	5
Exámenes parciales (escritos):	
Primer examen parcial	10
Segundo examen parcial	10
Tercer examen parcial	10
Exámenes orales:	
Primer examen oral	5
Segundo examen oral	5
Examen final	15
TOTAL	100

ASSIGNMENT INFORMATION

NOTE: The course is organized in Carmen with modules for each chapter that will help students navigate the content and requirements of the course. See course schedule below for relevant due dates.

Assigned Readings

Students are expected to complete the assigned textbook readings for each chapter. Readings are accompanied by tutorials by the instructor that further explain the course content and include examples to illustrate the different sounds and concepts covered in class. Class assignments will be based on the readings.

Quick quizzes

Each chapter from the textbook is accompanied by a quick self-corrected quiz that surveys the main contents of the chapter. Students are to complete the quiz corresponding to each chapter right after they read it. The goal of these quizzes is for students to evaluate their understanding of the chapter material before they complete the chapter activities. Students can take each quiz up to 3 times and the highest score will be taken towards their grade.

Repetición rápida

To practice their pronunciation of Spanish sounds, the course materials include quick repetition exercises where students will have to record themselves repeating relevant words and upload those recordings to Carmen. The instructor will provide feedback.

Veo Veo en mi comunidad

Students will be asked to illustrate different sounds by taking photographs of objects that contain the relevant sounds and upload them to Carmen. The photographs will have to be accompanied by a recording of the students producing the sounds and/or giving an explanation of the pronunciation. Students will share their work via Carmen with the other students in the class who will be able to comment.

Actividades misceláneas (Practice activities)

Each chapter includes several practice activities for students to assess their understanding of the material. These activities will be completed as the student progresses through the chapter. The instructor will provide feedback.

Tareas

There will be six graded written *tareas* throughout the course. These will include different types of exercises to practice the material covered in class and to prepare for exams. See relevant due dates in the Course Schedule below.

Proyecto del curso

Each student will be assigned a text to be recorded and turned in to the instructor. After deciding on a model/dialect, students are expected to practice their speech sample throughout the quarter. They will submit 3 recordings, with the expectation that each recording will show an improvement from the previous one. In addition, for the last part of the project students will compare their recordings with that of a native speaker. This project has 3 parts. See relevant due dates in the Course Schedule below.

Exams

There will be three written exams (exámenes parciales) and two oral exams (exámenes orales) to assess students' understanding of the material presented during the semester, plus a cumulative final written exam. The two oral exams will be administered individually by appointment. See the Course Schedule below for the relevant dates.

LATE ASSIGNMENTS

Assignments must be turned in by the deadline indicated in the Course Schedule. If an assignment is turned in 1 day beyond its due date (within 24 hours after the deadline), 10% will be subtracted from the assessed grade percentage. On the second day and beyond, an assignment will no longer be accepted for credit. This applies to the Tareas, Proyecto del Curso and Exams. To make up any missed work, students should give the instructor present official verifiable documentation in writing for their lateness.

GRADING SCALE

93–100: A

90–92: A-

87–89: B+

83–86: B

80–82: B-

77–79: C+

73–76: C

70–72: C-

67–69: D+

60–66: D

Below 60: E

FACULTY FEEDBACK AND RESPONSE TIME

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For longer assignments, you can generally expect feedback within **4 school days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

Attendance, participation, and discussions

STUDENT PARTICIPATION REQUIREMENTS

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK.** Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of

class, notify me as soon as possible. *It is particularly critical that you log in at least three times during the first week of the semester.*

- **Office hours: OPTIONAL OR FLEXIBLE.** If you need to discuss an assignment with me, please contact me to schedule a meeting. Office hours will be held via Carmen chat.
- **Live sessions:** There will be no live sessions for this course.
- **Participating in discussion forums: REQUIRED.** You will need to follow instructions for participating in a small-group discussion for the *Veo veo en mi comunidad* assignments.

DISCUSSION AND COMMUNICATION GUIDELINES

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

STUDENT ACADEMIC SERVICES

Student academic services offered on the OSU main campus

<http://advising.osu.edu/welcome.shtml>.

STUDENT SUPPORT SERVICES

Student support services offered on the OSU main campus <http://ssc.osu.edu>.

ACADEMIC INTEGRITY POLICY

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete quizzes and exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work.
- **Reusing past work:** In general, you are prohibited in university courses from

turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a *quiz* or assignment is not permitted.
- If you're unsure about a particular situation, please feel free just to ask ahead of time.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

COPYRIGHT DISCLAIMER

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

STATEMENT ON TITLE IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

YOUR MENTAL HEALTH!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by

visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

COURSE SCHEDULE

Our course is divided into four “chunks,” with each one culminating in an exam. The first chunk takes us through Sunday, February 2, by which time everyone will need to have completed the *primer examen parcial* (our first test). This test will cover chapters 1 through 4 and must be taken *between January 27 and February 2*.

The chapters/ topics given for each week are to help you pace yourself and mirror the flow of a regular 3404 class that is not taught online; however, you may move ahead more quickly if you work better that way. In any case, you must finish all assignments on time following the deadlines specified in the “Course Summary” in the “Syllabus” section in Carmen. You also need to complete all the tests and exams by the deadlines specified in Carmen and the syllabus.

You are encouraged to move along at a brisk pace and then spend time practicing and reviewing for the test; this will give you time to solicit feedback from the instructor and resolve any issues you might have. For the first few weeks, only modules associated with chapters 1- 4 will be accessible.

Dates	Chapters and topics	Assignments
Week 1 Jan. 6-10	Chapters 1 Introduction to the course Chapter 2 Orthography	Veo veo en mi comunidad: Introduce yourself Quick quizzes chapters 1 and 2 Proyecto del curso, 1st part (Deadline: January 12) Veo veo en mi comunidad: Chapter 2 Practice exercises (check Carmen)
Week 2 Jan. 13-17	Chapter 3 Syllabification	Quick quiz chapter 3 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 3
Week 3 Jan. 20-24	Chapter 4 Accentuation	Quick quizzes chapter 4 (parts 1, 2, 3) Practice exercises (check Carmen) Tarea 1 (Deadline: January 26)
Week 4 Jan. 27-31	1 st written exam: January 27-February 2	
	Chapter 5 Phonemes (Jan. 29-31)	Quick quiz chapter 5 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 5
Week 5 Feb. 3-7	Chapter 6, 7, 8, 9, 10, 11, 12 Spanish vowels	Quick quizzes chapters 6 and 12 Practice exercises (check Carmen)
Week 6 Feb. 10-14	Chapter 13 Spanish consonants Chapter 14 /p, t, k/	Quick quizzes chapters 13 and 14 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 14 Tarea 2 (Deadline: February 16)
Week 7 Feb. 17-21	Chapter 15 /b, d, g/ Chapter 16 /j/	Quick quizzes chapters 15 (part 1 y part 2) and 16 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 15 and 16 Proyecto del curso, 2 nd part (Deadline: February 23) Tarea 3 (Deadline: February 23)
Week 8 Feb. 24-28	2 nd written exam and 1 st oral exam: February 24-March 1	
	Chapter 17 /x/	Quick quiz chapter 17 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 17
Week 9 March 2-6	Chapter 18 /s/ Chapter 19 /s, θ/	Quick quizzes chapters 18 and 19 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 18 and 19
March 9-13 Spring Break – no classes, offices open (https://registrar.osu.edu/staff/bigcal.asp)		
Week 10 March 16-20	Chapter 20 /f/ Chapter 21 /tʃ/ Chapter 22 Nasals Chapter 23 Laterals	Quick quizzes chapters 20-23 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapters 20-23 Tarea 4 (Deadline: March 22)
Week 11 March 23-27	Chapter 24 Rhotics	Quick quiz chapter 24 Practice exercises (check Carmen) Veo veo en mi comunidad: Chapter 24 Tarea 5 (Deadline: March 29)
Week 12 March 30-April 3	3 rd written exam and 2 nd oral exam: March 30-April 5	
Week 13 April 6-10	Chapter 26 Dialectology	Quick quiz chapter 26 Proyecto del curso, 3 rd part (Deadline: April 12)
Week 14 April 13-17	Chapter 25 Review	Practice exercises (check Carmen) Tarea 6 (Deadline: April 19)
Week 15 April 20-21	Review for final exam	Review and receive feedback from Tarea 6
Exam Period April 22-27	Final written exam: April 22-27	



Spanish 3404

Spanish Pronunciation, Spring 2020

Oihane Muxika-Loitzate

Class 3404-0010 (20627)

Semester: Spring 2020

Time: WeFr 12:45pm-2:05pm

Location: Hagerty Hall 056

Instructor

Instructor: Oihane Muxika-Loitzate

Email address: muxika-loitzate.1@buckeyemail.osu.edu

Office hours: Wednesdays 11:30am-12:30pm or by appointment

Office: Hagerty Hall 154

Course Description

This course offers a comprehensive review of the pronunciation of Spanish. The fundamental principles of phonetic analysis are introduced in a simple and concise manner in order to show how Spanish sounds are produced, how they fall into patterns, and how they change in different environments. Major attention is devoted to practice with corrective exercises, introductory training in phonetic transcription and, to a lesser extent, the problems of teaching pronunciation. Throughout the course we will focus on the contrast between the Spanish and the English sound patterns, an aspect intended to help students understand the major phonetic differences between both languages and at the same time improve their Spanish pronunciation. Finally, we will discuss some of the most salient dialectal differences in pronunciation from around the Spanish-speaking world.

Course Learning Outcomes

By the end of this course, students should:

- Become familiar with the sounds of Spanish, focusing on how they are articulated and how they are organized into the phonological system of the language.

- Be able to apply the rules of Spanish pronunciation to their own speech, at least in controlled situations.
- Learn how to improve their own pronunciation of Spanish based on introspection and input from native speakers.
- Learn how to use articulatory descriptions to teach Spanish pronunciation to English speakers.
- Understand the basic principles of Spanish orthography, including accent marks.
- Learn appropriate linguistics terminology to talk about the phonetics and phonology of Spanish.
- Identify the pronunciation differences that characterize the most salient dialects of Spanish.

Course Materials

- We will be using the following textbook: **Morgan, Terrell A. 2010. *Sonidos en contexto: Una introducción a la fonética del español con especial referencia a la vida real*. New Haven: Yale University Press. (print or e-book)**

Required

- The sound files for the textbook are available here: <http://yalebooks.com>. Once there, click on “Student Access” button followed by the “Create a new account” tab. After this, you will need to complete the resource request form. On the form, you should select “I have been assigned this text as part of a course” and then fill in the required course details. The last part of the request is a security question, which you will be able to answer if you have a copy of the book. Upon correctly answering the question/submission of the form student access is granted immediately.



Other useful materials

- Some ancillary materials are available at <http://sonidos.osu.edu>
- <http://dialectos.osu.edu> offers a searchable collection of dialect samples from around the Hispanic world.
- <http://soundsofspeech.uiowa.edu/spanish/spanish.html> provides information about articulatory phonetics and its application to Spanish.

- IPA character picker: <http://rishida.net/scripts/pickers/ipa> (symbols for your computer).
- Hualde, José I. 2005. *The Sounds of Spanish*. Cambridge University Press.
- Lipski, John M. 1994. *Latin American Spanish*. London: Longman.

Course Requirements

Attendance

Successful progress requires that you keep up with assignments and attend class regularly. Therefore, it is important that you **arrive to class on time and stay for the entire period**. 3 excessive tardies (Tardy = 5 minutes) equal 1 absence. Furthermore, refusal to participate, cell phone use (including texting – please have cell phones put away during class), or disruptive in-class conversations will also constitute an absence. **After 2 unexcused absences, each unexcused absence will result in the lowering of your final course grade by 1% at the end of the semester.**

Missed exams, tests, and quick quizzes can only be made up if you have acceptable, verifiable documentation. In this context, “acceptable” means an illness, a death in the family, a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide *official, original* documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. [*iOJO!* The falsification of official documents is a serious offense that *will be reported* to COAM.] Examples include a doctor’s note (on original letterhead paper; in general, photocopies and faxes will not be accepted), an original program from a funeral, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives *will not be accepted* as official documentation. Documentation intended to excuse an absence should be presented to your instructor *as soon as possible*. No documentation will be accepted *after the last day of regularly scheduled classes*, which for Spring 2020 is *Monday, 20th of April at 11:59pm*. Consequently, **no make-up assignments will be accepted after the last day of regularly scheduled classes either**. It is your responsibility to notify the instructor of any excused absence as far in advance as possible. Work must be made up in a **timely manner** (e.g., before the next scheduled evaluation).

Assignments and Late work

Assignments must be turned in by the deadline indicated by the instructor. If an assignment is turned in 1 day beyond its due date (within 24 hours after the deadline), 10% will be subtracted from the assessed grade percentage. On the second day and beyond, an assignment will no longer be accepted for credit. This applies to the Tareas, Prácticas de oído, and proyecto del curso, but it does not apply to Quick quizzes on Carmen Canvas. Quick quizzes must be turned in by the deadline specified in Canvas and students will not have access to the quiz after the deadline unless they present official verifiable documentation.

Participation

Since this class is about pronunciation, I encourage students to speak up in class and actively participate. Class activities are based primarily on material in the textbook. Students succeed in

this course when they carefully read the assigned pages and chapters and ask questions to make sure they understand presented concepts.

Components

Prácticas de oído

Listening practice will take many forms, one being the transcription (in ‘standard’ Spanish orthography) of audio recordings, podcasts, song lyrics, or radio ads. Students will listen to the selections as many times as it takes to write out the words that they hear (and make sense of them). Guidelines for completing these *Prácticas de oído* will be distributed by the instructor. The *prácticas de oído* are a way of improving your knowledge of the sound system of Spanish by focusing on perception, rather than production. Correct articulation of sounds is important, but so is your anticipation of the appropriate acoustic cues. In this exercise, you will hear native Spanish which follows most fast-speech rules but which is relatively controllable in the sense that you may listen as many times and in as many ways as your audio or video player will allow. For each assignment, choose only one of the clips posted for that particular assignment and transcribe the entire monologue/dialogue (in regular Spanish orthography, not phonetic transcription).

Tareas

There will be five graded written *tareas* throughout the course. These will include different types of exercises to practice the material covered in class and to prepare for tests. Please check Carmen to determine when and how to turn in these assignments.

Proyecto del curso

In this assignment, I will assign each student a text to be practiced, recorded, and turned in at intervals over the course of the semester. For the last part of the project, you will also compare your own recordings with that of a native speaker. I will distribute more information about this assignment throughout the semester. Please note that it has 5 parts (#1a, #1b, #2, #3, #4).

In addition, our class will be participating in the **Ohio Speaks** (“See Your Speech”) project. Part of the *proyecto del curso* will include recording English and Spanish word lists during recordings #1a and #3. Towards the end of the semester, a member of the Ohio Speaks research team will come to the class to present the results of these recorded word lists. During this presentation, you will be able to see how your Spanish and English production compares, as well as how your production has changed from the beginning to the end of the semester.

Quick quizzes on Carmen Canvas

Students will be responsible for taking self-correcting quizzes on Carmen during the semester. These quizzes must be completed by 12:45pm on the day of the assigned reading.

Tests (including oral tests)

There will be three written tests (exámenes parciales) and two oral tests (exámenes orales) to assess your understanding of the material presented during the semester, plus a cumulative final written exam. Two of the tests will have oral portions, administered individually by appointment.

Course etiquette

You are expected to arrive to class **on time** and **stay for the entire period**. Peers, instructor, visitors and guest speakers are to be treated with **respect and courtesy**. Cell phones must be turned off during class and completely out of sight. If any of these is visible to the instructor during an exam, this will affect your grade.

Carmen Canvas

Many components of this course will be delivered through Ohio State University's learning management system, Carmen Canvas. You will use your OSU ID credentials to log into the site from [Carmen Home page \(https://carmen.osu.edu\)](https://carmen.osu.edu).

Within Carmen you will access assignments, additional practice, quick quizzes, and other resources. Throughout the course, you will be asked to participate in online quizzes and other activities. Keeping up with Carmen Canvas is a requirement.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Grade Breakdown

Assignment or category		Percentage
Carmen Quick Quizzes		5%
Tareas		15%
Prácticas de oído		10%
Exámenes parciales	Primer examen parcial (todo escrito)	10%
	Segundo examen parcial (escrito 10% + oral 5%)	15%
	Tercer examen parcial (escrito 10% + oral 5%)	15%
Proyecto del curso		10%
Examen final		20%
TOTAL		100%

Grading Scale

93–100: A
 90–92: A-
 87–89: B+
 83–86: B
 80–82: B-
 77–79: C+
 73–76: C
 70–72: C-
 67–69: D+
 60–66: D
 Below 60: E

Academic Integrity Policy

Ohio State’s academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))

- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility Accommodations for Students with Disabilities

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

Course Calendar

	EN CLASE	LECTURA	TAREA
<i>Don't forget that quick Carmen quizzes need to be completed by 12:45 p.m. almost every Wednesday and Friday!</i>			
1ª semana			
Miércoles 8 de enero	Introducción al curso	Cap. 1 (oíear) Apéndices A-D (oíear)	
Viernes 10 de enero	Ortografía	Cap. 2	Quick Quiz (every class)
2ª semana			
Miércoles 15 de enero	La sílaba	Cap. 3	Proyecto del curso 1
Viernes 17 de enero	El acento	Cap. 4	
3ª semana			
Miércoles 22 de enero	El acento		Tarea 1
Viernes 24 de enero	Repaso		
4ª semana			
Miércoles 29 de enero	Examen parcial 1 (escrito)		
Viernes 31 de enero	El fonema	Cap. 5	
5ª semana			
Miércoles 5 de febrero	Las vocales del español	Cap. 6, 7, 8, 9, 10, 11	Práctica de oído 1
Viernes 7 de febrero	Las vocales del español	Cap. 12	
6ª semana			
Miércoles 12 de febrero	Las consonantes del español	Cap. 13	
Viernes 14 de febrero	/p, t, k/	Cap. 14	Tarea 2
7ª semana			
Miércoles 19 de febrero	/b, d, g/	Cap. 15	
Viernes 21 de febrero	/j/	Cap. 16	Proyecto del curso 2
8ª semana			

Miércoles 26 de febrero	<i>Repaso</i>		
Viernes 28 de febrero	Examen parcial 2 (oral y escrito)		
9ª semana			
Miércoles 4 de marzo	/s/	Cap. 18	
Viernes 6 de marzo	/s, θ/	Cap. 19	Tarea 3
10ª semana			
Miércoles 11 de marzo	Spring Break: https://registrar.osu.edu/staff/bigcal.asp		
Viernes 13 de marzo			
11ª semana			
Miércoles 18 de marzo	/x, f, tʃ/	Cap. 17, 20, 21	Práctica de oído 2
Viernes 20 de marzo	Las nasales	Cap. 22	
12ª semana			
Miércoles 25 de marzo	Actividad en colaboración con la biblioteca.		
Viernes 27 de marzo	Las laterales	Cap. 23	Proyecto del curso 3
13ª semana			
Miércoles 1 de abril	Las róticas	Cap. 24	Tarea 4
Viernes 3 de abril	Presentación de <i>Ohio Speaks</i> Repaso		
14ª semana			
Miércoles 8 de abril	Examen parcial 3 (oral y escrito)		
Viernes 10 de abril	Diferencias dialectales	Cap. 26	Tarea 5
15ª semana			
Miércoles 15 de abril	Diferencias dialectales		
Viernes 17 de abril	Repaso	Cap. 25	Proyecto del curso 4

Examen final			
Final Exam: Thursday, April 23rd, 12:00pm-1:45pm in our classroom (Hagerty Hall 056).			

* Calendar is tentative – Some lecture topics may occupy more or less time than allotted. Assignments are due on the indicated dates unless otherwise specified on Carmen. Tests will also take place on designated dates unless otherwise noted.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Spanish 3404

Instructor: Terrell A Morgan

Summary: Spanish Pronunciation

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Boards Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free via OSU agreements.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No third party tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			All technologies are covered by OSU policies.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are present.
8.4 The course design facilitates readability	X			

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 6/23/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.